

## **APPENDIX H**

### **THE PUBLIC EDUCATION SYSTEM AND THE COURTS**

- Part 1: Overview of the California School System
- Part 2: Newly Adopted Academic Standards in History/Social Sciences in California
- Part 3: Potential Partners for Justice System Education
- Part 4: Possible Strategies for Justice System Education

## **PART 1: OVERVIEW OF THE CALIFORNIA SCHOOL SYSTEM**

In the State of California, education is administered at several levels. The levels are:

- *The Legislature.* The Legislature provides about 90% of the funding for kindergarten through high school. They also allocate funds for community colleges, the University of California, and California State Universities. The Legislature mandates various aspects of education and creates programs that it believes are in the best interests of the children of California (the recent class size reduction program in grades K-3 is an example).
- *The State Superintendent of Public Instruction.* The State Superintendent of Public Instruction is a constitutional officer who is elected for a term of four years. The office is nonpartisan. The Superintendent is Chief Executive Officer of the State Department of Education. The Superintendent is also the Secretary and Executive Officer for the State Board of Education, an ex-officio member of the Board of Regents of the University of California and the Board of Trustees of the California State University, and serves on various other boards, commissions and councils.
- *The State Board of Education.* The State Board of Education is composed of 10 members appointed by the Governor and confirmed by a 2/3 vote of the state Senate to staggered four-year terms. An 11<sup>th</sup> member, a student in a California high school, is also appointed by the Governor and confirmed by a 2/3 vote of the Senate for a one year term. The State Board has responsibility to:
  - Adopt rules and regulations for the governing of the state's public schools;
  - Adopt Curriculum Frameworks and Instructional Resources in core curriculum subject matter areas including English/language arts, foreign language, history/social science, health, mathematics, physical education, science, and visual and performing arts;
  - Study and plan for the educational needs of the state;
  - Consider waiver requests from local educational agencies to waive statutory and regulatory requirements;
  - Approve statewide rigorous, academic standards for content and student performance;
  - Adopt tests for the state assessment program; and
  - Review and act on petitions to unify and reorganize school districts.

- *County Offices of Education.* County Offices of Education in the 58 counties in California provide a myriad of services to the local school districts. Most county superintendents are elected officials, as are the county boards of education. The county superintendent is responsible for examining and approving school district expenditures with additional powers to assure the fiscal integrity of the district. County offices perform services and operate programs that are more cost effective when done on a countywide basis. Such programs include special education, alternative education, School to Career, and Regional Occupational Training.
- *Local School Districts.* There are 999 local school districts in California that vary in size from a one room school of 15 students or less to a huge district with over 600,000 students. School districts are overseen by an elected board of trustees who hire a superintendent and staff to deliver education services. School districts operate under a “permissive education code.” This means that as long as statutes do not prohibit an activity, and it is consistent with the purposes for which the school district is established, the activity can be done. Each community, through the elected school board, sets the direction of the schools subject to the laws and regulations of the state.
- *The California Academic Standards Commission.* The California Academic Standards Commission (801 K Street, Suite 912, Sacramento, CA 95814) has drafted Academic Standards in the area of History/Social Sciences. The discussion of law and governmental structure begins in Grade 2 and culminates with a deeper study of “Principles of American Democracy & Economics” in Grade 12. In each of the years in between, different facets of the legal/judicial/governmental system are emphasized. Detailed information about the newly drafted standards is included below.

## **PART 2: NEWLY ADOPTED ACADEMIC STANDARDS IN HISTORY/SOCIAL SCIENCES IN CALIFORNIA**

In 1995, the California Academic Standards was created by statute in 1995 (AB 265) (Chapter 975, Statutes of 1995), as an advisory body to the State Board of Education. Its charge is to develop academically rigorous content and performance standards for kindergarten through 12<sup>th</sup> grade.

In 1998 the commission completed a reassessment of academic standards in History/Social Sciences for California's schools. The commission's final proposed standards were submitted to the State Board of Education in July 1998. The State Board of Education held public hearings on the History/Social Science standards in August 1998, and formally adopted the standards during its regular meeting October 7-9, 1998, subject to ongoing revision.

In developing these standards, the commission compared California's prior standards to existing national standards and to standards in other states. Staff to the Judicial Council's Special Task Force on Court/Community Outreach attended one of several public hearings held by the History/Social Science Committee of the commission to learn about its work. At that meeting task force staff made an oral statement that described the work of Judicial Council and the task force and unofficially urged the committee to recommend standards that would provide for more detailed and in depth study of the justice system at an earlier age for most students. Other individuals and representatives of education organizations also made similar comments to the committee.

The standards developed by the California Academic Standards Commission build upon the History-Social Science Framework for California Public Schools that are based on similar national standards. The intention implicit in these standards is that students will employ the critical thinking skills associated with history-social science as they master the subject matter content described in the standards. Broad history/social science disciplines included in this set of standards include:

- History (Chronology and Causation, Change and Continuity)
- Geography
- Technological Change and Economics
- Social Diversity, Commonality, the Individual and Social Change
- Thought and Culture (Religious, Ethical and Philosophical Forces; Human Expression in Art, Design, Music, and Literature)
- **Political Ideas, Power, Authority, and Institutions (Civic Life, Forms of Government, Civic Participation).** [emphasis added]

There are many standards that address government and the political process in general, but excerpted below are only those portions of the standards that relate to education about the justice system.<sup>1</sup> Those that directly mention the law, the judiciary as a branch of government, the courts, and dispute resolution are noted in bold text.

<b>Kindergarten</b>	<b>Learning and Working Now and Long Ago</b>
<p>K.1. Students demonstrate an understanding that being a good citizen involves acting in certain ways in terms of important actions. <i>As a basis for understanding this concept, students:</i></p> <ol style="list-style-type: none"> <li>1. Examples of rules, such as sharing and taking turns, and the consequences of breaking them.</li> <li>2. Examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories, and in folklore.</li> <li>3. The beliefs and related behavior of characters in stories from times past, and the consequences of their actions.</li> </ol>	
<b>Grade One</b>	<b>A Child's Place in Time and Space</b>
<p>1.1. Students describe the rights and responsibilities of citizenship in terms of:</p> <ol style="list-style-type: none"> <li>1. The making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a small elected group make the rules); examples of both in their classroom, school and community.</li> <li>2. The elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."</li> </ol>	
<b>Grade Two</b>	<b>People Who Make a Difference</b>
<p>2.3 Students explain the institutions and practices of government in the United States and other countries in terms of:</p> <ol style="list-style-type: none"> <li>1. <b>The difference between making laws, carrying out laws, determining if laws have been violated, and punishing wrongdoers.</b></li> <li>2. <b>The ways in which groups and nations interact with one another and try to resolve problems</b> (e.g., trade, cultural contacts, treaties, diplomacy, military force).</li> </ol>	
<b>Grade Three</b>	<b>Continuity and Change</b>
<p>3.4 <b>Students understand the role of rules and laws in our daily lives and the basic structure of the United States government in terms of:</b></p>	

<sup>1</sup> The complete standards are available for review on the State Board of Education's website at <http://www.cde.ca.gov/board>

<ol style="list-style-type: none"> <li><b>1. Why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws.</b></li> <li>2. The importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life.</li> <li>3. . . . .</li> <li><b>4. The three branches of government (with an emphasis on local government).</b></li> <li>5. How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system.</li> </ol>	
<b>Grade Four</b>	<b>California: A Changing State</b>
4.5	<p>Students understand the structure, functions and powers of the United States local, state, and federal governments as described in the U.S. Constitution in terms of:</p> <ol style="list-style-type: none"> <li>1. What the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments).</li> <li>2. The purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution).</li> <li><b>3. The similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state, and local governments.</b></li> <li>4. The structure and function of state governments, including the roles and responsibilities of their elected officials.</li> <li>5. The components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts).</li> </ol>
<b>Grade Five</b>	<b>United States History and Geography: Making a New Nation</b>
5.6	<p>Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:</p> <ol style="list-style-type: none"> <li>1. The shortcomings set forth by the Articles of Confederation's critics.</li> <li>2. The significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</li> <li>3. The fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</li> </ol>

4. How the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the <b>Supreme Court</b> , those reserved to states.	
<b>Grade Six</b>	<b>World History and Geography: Ancient Civilizations</b>
None	
<b>Grade Seven</b>	<b>World History and Geography: Medieval and Early Modern Times</b>
<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason) in terms of:</p> <p>....</p> <p>7. How the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>	
<b>Grade Eight</b>	<b>United States History and Geography: Growth and Conflict</b>
<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American democratic institutions founded in Judeo-Christian thinking and English parliamentary traditions in terms of:</p> <ol style="list-style-type: none"> <li>1. Relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</li> <li>2. Explain the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "...all men are created equal, that they are endowed by their creator with certain inalienable Rights").</li> <li>3. ....</li> </ol>	
<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government in terms of:</p> <ol style="list-style-type: none"> <li>1. The significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</li> <li>2. The Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence.</li> <li>3. ....</li> <li>4. ....</li> <li>5. The significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of the separation of</li> </ol>	

<p>church and state.</p> <ol style="list-style-type: none"> <li><b>The powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights</b></li> <li><b>The principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights.</b></li> </ol>	
<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it in terms of:</p> <p>....</p> <ol style="list-style-type: none"> <li>The basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</li> </ol> <p>....</p>	
<b>Grade Nine</b>	<b>None</b>
<b>Grade Ten</b>	<b>World History, Culture, and Geography: The Modern World</b>
<p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of western political thought in terms of:</p> <ol style="list-style-type: none"> <li>Similarities and differences in Judeo-Christian and Greco-Roman views of <b>law</b>; reason and faith; duties of the individual.</li> <li><b>The development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</b></li> <li>The influence of the U.S. Constitution on political systems in the contemporary world.</li> </ol>	
<b>Grade Eleven</b>	<b>United States History and Geography: Continuity and Change in the Twentieth Century</b>
<p>11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:</p> <ol style="list-style-type: none"> <li>The Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</li> <li>The ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.</li> </ol>	



	<ol style="list-style-type: none"> <li>3. The history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</li> <li>4. The effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19<sup>th</sup> century of the United States as a world power.</li> </ol>
Grade Twelve	Principles of American Democracy & Economics
12.1	<p>Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy in terms of:</p> <ol style="list-style-type: none"> <li>1. The influence of ancient Greek, Roman English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Nicolo Machiavelli, and William Blackstone on the development of American government.</li> <li>2. The character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.</li> <li>3. How the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights, and how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence, stated as “self-evident Truths.”</li> <li>4. How the Founders’ realistic view of human nature led directly to a constitutional system that limited the power of the governors and the governed as articulated in <i>The Federalist</i>.</li> <li>5. The systems of separated and shared powers; the role of organized interests (<i>The Federalist Number 10</i>); checks and balances (<i>The Federalist Number 51</i>); <b>the importance of an independent judiciary (<i>The Federalist Number 78</i>)</b>; enumerated powers; <b>rule of law</b>; federalism; and civilian control of the military.</li> <li>6. The Bill of Rights as a document limiting the power of the federal government and state governments.</li> </ol>
12.2	<p>Students evaluate, and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured, in terms of:</p> <ol style="list-style-type: none"> <li>1. The meaning and <b>importance of each of the rights guaranteed under the Bill of Rights</b> and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</li> <li>2. How economic rights are secured and what their importance is to the individual and to society (e.g., right to acquire, use, transfer, and dispose of property; right to choose one’s work, join or not join labor unions; copyright and patent).</li> </ol>

<p><b>3. The legal obligations of obeying the law, serving as a juror, and paying taxes.</b></p> <p>4. The obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>5. The reciprocity between rights and obligations, i.e., why enjoyment of one's rights entails respect for the rights of others.</p> <p>6. How one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p>	
<p>12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations not part of government), their interdependence, and meaning and importance for a free society, in terms of:</p> <ol style="list-style-type: none"> <li>1. How civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</li> <li>2. How civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</li> <li>3. The historical role of religion and religious diversity.</li> <li>4. Comparisons between the relationship of government and civil society in constitutional democracies and the relationship of government and civil society in authoritarian and totalitarian regimes.</li> </ol>	
<p><b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution in terms of:</b></p> <ol style="list-style-type: none"> <li><u>1.</u> Article I of the U.S. Constitution as it relates to the legislative branch including eligibility for office and lengths of terms of Representatives and Senators, election to office, the role of the House and Senate in impeachment proceedings, the role of the Vice President, the enumerated legislative powers, and the process by which a bill becomes law.</li> <li>2. The process through which the U.S. Constitution is amended.</li> <li>3. The student's current representatives in the legislative branch of the national government.</li> <li>4. Article II of the U.S. Constitution as it relates to the executive branch; including eligibility for office and length of term, election to and removal from office, the Oath of office, and the enumerated executive powers.</li> <li><b>5. Article III of the U.S. Constitution as it relates to judicial power</b></li> </ol>	

including the length of terms of judges and the jurisdiction of the Supreme Court.

**6. The selection of Supreme Court judges.**

**12.5 Students summarize landmark U.S. Supreme Court interpretations of the U.S. Constitution and its amendments, in terms of:**

- 1. The changing interpretations of the Bill of Rights over time, including the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment, and the due process and equal protection of the law clauses of the Fourteenth Amendment.**
- 2. Judicial activism and judicial restraint and the effects of each policy over the decades (e.g., Warren vs. Rehnquist courts).**
- 3. The effect of the interpretations of the U.S. Constitution, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *U.S. v. Nixon*, with emphasis on the arguments espoused by each side in these cases.**
- 4. The controversies that have resulted over changing interpretations of civil rights, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia* (VMI).**

**12.6 Students evaluate issues regarding campaigns for national, state, and local elective office, in terms of:**

- 1. The origin, development, and role of political parties noting those occasional periods in which there was only one major party or were more than two major parties.**
- 2. The history of the presidential candidate nomination process and increasing importance of primaries in general elections.**
- 3. The role of polls, campaign advertising and the controversies over campaign funding.**
- 4. The means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).**
- 5. The features of direct democracy in numerous states such as the process of referendums and recall elections.**
- 6. Trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities, and the function of the Electoral College.**

**[No mention of non-partisan judicial elections.]**

...

12.10 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., majority rule and individual rights, liberty and equality, state and national authority in a federal system, <b>civil disobedience and the rule of law, freedom of the press and right to a fair trial</b> ).
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### **PART 3: POTENTIAL PARTNERS FOR JUSTICE SYSTEM EDUCATION**

Resources for law-related education have been developed by several non-profit groups and the American Bar Association. The groups included here do not represent an exhaustive list of all such organizations or programs. Groups such as these groups play an important collaborative role with the public education system and the courts in the development of public education program curricula that augment existing education resources. Each works independently of each other as far as the task force has been able to determine.

**The Constitutional Rights Foundation:** The CRF is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society. Under the guidance of a Board of Directors chosen from the worlds of law, business, government, education, the media, and the community, CRF develops, produces, and distributes programs and materials to teachers, students, and public-minded citizens all across the nation.

CRF staff includes teachers and educators, lawyers and athletes, community organizers and fundraisers, designers, writers and editors. They provide technical assistance and training to teachers, coordinate civic participation projects in schools and communities, organize student conferences and competitions, and develop publications in the following areas:

- Law and Government programs and materials focus on how groups and individuals interact with the issues, institutions, people and processes that shape our laws and government.
- Civic Participation programs and material bring to life the rights and responsibilities of active citizenship by challenging young people to explore their community and plan and implement projects that address community needs.
- Business in Society programs and materials focus on the role that business issues, ethics, and decision-making play in the social, economic, and civic life of our society.

**The Center for Civic Education:** The CCE is an independent nonprofit corporation based in California, with a network of program coordinators in every state in the country. The mission of the Center is to promote informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center administers a wide range of critically acclaimed curricular, teacher-training, and community-based programs. The principal goals of the Center's programs are to help students

develop (1) an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict. Ultimately, the Center strives to develop an enlightened citizenry by working to increase teachers' and students' understanding of the principles, values, institutions, and history of constitutional democracy.

The Center's programs and curricula feature cooperative-learning and problem-solving activities, enhance critical thinking and communication skills, and focus on contemporary issues and current events.

The Center has its roots in the interdisciplinary Committee on Civic Education formed at the University of California, Los Angeles in 1964 to develop more effective curricular programs in elementary and secondary civic education. In 1969, the Center became affiliated with the State Bar of California, which sponsored the statewide Law in a Free Society project. In 1981, the State Bar established the Center for Civic Education as an independent nonprofit organization.

The Center's headquarters are in Calabasas, California with an office in Washington, D.C. Since its origin in 1969, Center materials have been used in all fifty states and the District of Columbia, the trust territories, and a long list of foreign countries, including Argentina, Australia, Bosnia and Herzegovina, Canada, the Czech Republic, Ethiopia, Germany, Ghana, Hungary, Israel, Japan, Lithuania, Mexico, New Zealand, Nicaragua, Poland, Romania, and Russia.

**The Coalition for Justice:** The CJ is a California-based, nonprofit organization dedicated to increasing public understanding of and support for the state courts. Established in 1993 to ensure the excellence of California's judicial system in an era of dwindling financial resources, the Coalition is engaged in the following activities:

- Developing programs that enable courts to be more responsive to the communities they serve while they help build a public constituency for the courts.
- Assembling a broad-based coalition of individuals and organizations dedicated to keeping California's courts at the forefront.
- Serving as an information resource for individuals and groups seeking to support and improve our judicial system.

**American Bar Association (ABA), Division for Public Education:** The mission of this division of the ABA is to increase public understanding of law and its role

in society. The programs are designed to provide people with accurate and balanced information about law, helping them develop skills, attitudes, and values needed to be responsible and participating citizens. To achieve this mission, they conduct programs, develop resources, provide technical assistance and information clearinghouse services, present awards, and foster partnerships among bar associations, educational agencies and others.

The ABA Public Education Division created the National Law-Related Education Resource Center (NLRC) in 1991 to collect and disseminate information on law-related education (LRE) programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves K–12 schools, college and university liberal arts faculty as well as the general public. NLRC can direct interested individuals to magazines, newsletters, technical assistance papers, anthologies, syllabi, bibliographies, videotapes, software, posters, journalists’ guides, law client products, law career information, and hundreds of law-related educational products and services.

The Division for Public Education offers a variety of educational materials about the law with focuses on:

- Adult public education
- Lawyers and judges’ community outreach
- College instructors
- K-12 teachers
- Law-related education (LRE) program developers
- Journalists and others
- Mock trials for K-12 students
- Middle and high school students

See *Guide to Educating the Public About the Courts*, ABA Division for Public Education (1994).

**California Judges’ Association, Committee on Public Information and Education (PIE):**

The charge of this committee is to provide leadership and devote resources to:

- Increase public understanding and awareness of the courts,
- To increase public confidence in the judiciary,
- To provide direction to solve the problems and shortcomings of the system, and
- To foster and encourage direct involvement of judges in public information education.

The committee fulfills its charge by conducting community forums, preparing and distributing publications, maintaining a web page, producing videos, developing and maintain a judge's speakers handbook, arranging media conferences, and handling response to criticism of judges.

Some of its publications/products include:

- A "Courts & the Media" handbook designed for journalists to use in dealing with the courts (this handbook is currently under revision);
- A jury manual (this manual is also being revised);
- A "Welcome to Your Courts" brochure that is offered in both English and Spanish;
- A web page for members only and a soon to be available public web page;
- Two videos: one is about juvenile law and the other entitled "In the Interests of the Child;"
- A judge's speakers handbook designed to assist judges with public speaking; and
- A legislative staff handbook is currently underdevelopment.



#### **PART 4: POSSIBLE STRATEGIES FOR JUSTICE SYSTEM EDUCATION**

Some of the possible techniques and available resources that have been suggested for accomplishing this comprehensive education effort might include:<sup>2</sup>

- using one year judicial leaves of absence to pursue studies which benefit the administration of justice and performance of judicial duties that playing an instrumental role in relations and collaboration with the news media and public and private education.
- partnering with California's law schools and the State Law library;
- convening by the Chief Justice of a Justice System Roundtable or Summit Meeting, with representatives of the groups identified above as well as deans of the state's law schools; the State Superintendent of Public Instruction, the leaders of the University of California, California State University, and community college systems, and private college and universities.
- recognizing individuals through Chief Justice's awards for exemplary public education programs about the judiciary;
- using existing judicial education resources (CJER) to assist with development of public education programs;
- educating the public by educating jurors;
- partnership with Attorney General and State Library to produce audio/visual materials and literature;
- coordinating justice system education into the three years of celebratory activities that will mark California's Sesquicentennial;
- use of telecommunications to allow journalists, educators, and students to observe judicial proceedings;
- use of technology to enhance collaboration and to more widely reach the public;
- collaborate with private organizations and volunteers such as the Coalition for Justice and senior citizens;
- in collaboration with the California Mentor Council and the California Virtual Mentor Network, create a legal "mentor" program to enlist the participation of legal professionals in mentoring youth;
- partner with sports and entertainment industries to maximize reach to young people
- coordination between the one-year judicial leave of absence program and the education fellowship program; and
- using the courthouse as a civic center and including public education needs as important criteria in the refurbishment of court facilities statewide.

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<sup>2</sup> This list of ideas is adapted from Nicholson, *supra*, 20-40.